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ABSTRACT

This manual provides information needed by students taking teaching internships in agricultural education, business education, home economics education, industrial education, or health occupations education as part of the Vocational Education Studies Program at Southern Illinois University at Carbondale. The first part of the manual explains the requirements of the teaching internship program and how it is conducted. Included are sections on objectives of teaching internships, the planning process, performance contracting, interning, evaluation, and grading. The second part of the manual consists of six appendixes that provide materials for use in the internship program. Materials include a sample schedule, sample contracts, an observation guide, sample internship activities log entries, sample instructor evaluation form entries, and a key to the instructor evaluation rating scale. Blank versions of some documents are included for student use. (KC)

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VES 495

TEACHING INTERNSHIP

STUDENT MANUAL

Department of Vocational Education Studies
College of Education
Southern Illinois University at Carbondale
March 1983

CE 035 899

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VES 495 - TEACHING INTERNSHIP

Catalog description:

> VES 495 (2 to 12 credits) Teaching Internship. Internship teaching in vocational programs in approved centers. The interning teacher will follow the program of the supervising teacher in both regular and extra-class activities. May include independent study. (a) Agricultural education. (b) Business education. (c) Home Economics education. (d) Industrial education. (e) Health occupations education. Prerequisite: 18 months full-time equivalent of documented or nine months full-time equivalent of supervised work experience or a combination.

Internships are the culminating and most important experiences of professional development. They provide real experiences in classrooms and/or laboratories Students practice the four basic instructing activities: planning, preparing, delivering, and evaluating.

Internships may take place in a variety of settings, such as community colleges, technical institutes, proprietary schools, government training projects, and corporation training units. Internships shall not entail military training.

Three people are involved in an internship: (1) The intern, primarily responsible for identifying and completing experiences relevant to professional development. (2) The supervisor, and administrator or staff person in the organization in which the internship is performed, who provides instruction and supervision as the intern practices various skills. (3) The SIUC professor, who secures the internship and evaluates the experience.

Interns may pursue a number of goals. The following are major objectives of teaching internships:

1. Provide for integration of knowledges, skills, and attitudes learned in classroom courses.

2. Provide opportunities for teaching real content to real students in a real program.

3. Provide opportunities for refining planning and communication abilities.

4. Introduce education and training roles in human resource development programs.

The General Process:

During the initial stages of your professional education, you should decide what type of internship you want and need, where it should take place, how much and what kind of practice you need, and whether it should be supplemented by other coursework.

As you work out your plans, your professor will provide guidance and direction, arrange for an internship and identify a supervising instructor. These things should be done before the term begins.

When you begin the term, your first responsibility will be to develop a schedule and a contract. These two forms should be developed by you on the advice of your supervising instructor and your professor. The schedule will describe dates and times when you will interact with students, as observer and instructor. The contract will describe what skills you will learn and how you will practice them.

Teaching internship activities include planning, preparing, delivering, and evaluating instruction. You should be involved in some or all of these activities each week.

You should keep a log of activities to record the types of learning activities--whether you acted as an observer, under guidance, or independently--and how much time was involved.

Your instructing will be evaluated by both your supervising instructor and your professor. Each will observe and assess your performance at least twice and will use Instructor Evaluation rating forms to document their judgements.

You will have several conferences with your professor during the term. Entries on the Activities Log and Instructor Evaluation rating forms will provide bases for reviewing progress and for adjusting learning activities.

The Planning Process:

For several reasons, you should begin planning your internship before the start of the term.

First, because students who enroll in the VES Occupational Education program have a wide range of experiences and competencies, each intern is regarded as unique, requiring a special set of experiences. For example, some are already competent instructors and need only an opportunity to refine skills in a controlled environment. Others, except for a few minutes in the Teaching Methods and Materials course, have never stood in front of a group to explain an idea or process. They need to ease into the process.

Second, amount of credit to be earned and effort to be expended must be determined. The rule of thumb for determining internship time/credit is that forty hours of effort equal one semester hour of credit. For example, two credits (the minimum per term) require 80 hours of effort and three require 120 hours.

Converting the time/credit formula to hours per week may be done in two ways--full-time and part-time teaching. Full-time teaching assumes eight hours of work at the internship location each day for five days each week, totaling 40 hours/one credit per week. Seven hours per day for six days would equal one credit. By working longer days (including preparation time) for two weeks, one might earn three credits for two weeks of intensive effort.

Usually, part-time teaching takes place over a longer period. Assuming sixteen weeks per term, two credits require five hours of effort per week, three credits require seven and one-half hours, four credits require ten hours, five credits require twelve and one-half hours, and six credits require fifteen hours of effort.

Some internships involve a combination of full-time and part-time activities.

Third, if you have a preference, you have to decide whether to practice teaching in a public institution, business or industry, government agency, etc. And, your professor will need time to arrange for the internship and identify your supervising instructor.

In sum, together with your professor, you must decide how many hours of internship you need and want, when you should do it, and where you would prefer to do it.

The Contracting Process:

The contracting process begins after the internship location has been selected. It consists of completing two forms--the Internship Schedule and the Internship Performance Contract. Both forms are developed by you and are approved by your supervising instructor and your professor.

Four blank internship schedule forms are included in the back of this manual. You should remove the last form and use it to draft a schedule. Normally, at this point, you should list the times and dates during which the course(s) you will be observing or teaching are conducted. You should plan to include some classroom and/or laboratory activities each week of the term.

Information about class dates and times will be obtained from the supervising instructor or administrator. The supervising instructor (oftentimes an administrator) will provide guidance, instruction, assignments, and evaluation. Your relationship with this individual and your specific activities during the term will depend upon your experience, the internship location, and your plans. Following are typical internship arrangements:

1. An intern might observe two or more courses over one or two terms. This intern might assist an instructor with development of visual aids, lesson plans, evaluation processes, and so forth and would only teach a

few lessons. The lessons taught by this intern would be developed specifically for evaluation by the supervising instructor or the professor. (See Appendix B.1.)

2. An intern might begin the term as an observer. As the term progresses and the intern becomes confident and knowledgeable, a larger role would be assumed until the intern teaches the course and the supervising instructor observes, advises and evaluates.

3. An intern who is already an instructor might teach an entire course from the first day. The supervising instructor or administrator would help the intern develop a schedule, objectives, evaluation processes, answer questions about the students, and serve as intermediary between the intern and the institution. (See Appendix B.2.)

4. An intern might move from one course to another within a single program, working with a number of instructors, helping them as needed. This pattern presents opportunity to teach a number of single lessons in several courses. This intern would develop a larger perspective about how courses are articulated within a program and within an institution's total curriculum. (See Appendix B.3.)

5. An intern might teach a short period of full-time instruction, rather than teaching for several hours per week over a full term. Such an arrangement might be suitable for persons with instructional experience, who only need a minimum of supervised teaching experience.

6. Differences in calendars may require an intern to begin teaching in the last month of one term and finish mid-way through the next term. If the intern planned to earn five credits, two credits could be earned in the first term and three could be earned in the next.

Another factor to be considered is what you will teach. It is best to teach knowledges, skills, and attitudes of your occupation. However, this is not a critical requirement. Your internship might involve teaching one of the tool skills such as mathematics, reading or writing. What is essential is that you practice the four-step instructional process with adult students in a civilian setting. (See Appendix B.4.)

After you and your supervising instructor have planned how to organize your time, you should prepare three final copies of the schedule. One will be given to your professor, one to your supervising instructor, and one will be kept by you. A sample schedule is shown in Appendix A.

Next, you should develop the contract. Unlike the schedule, which describes available contact time between you and your students, the contract describes what you will learn and what the primary learning activities will be. Again, it should be planned in consultation with your supervising instructor and you professor. If this is not possible, a general contract (See Appendix B.1.) should be used. Four sample contracts are shown in Appendix B. Note that the objectives deal with mastering the four instructional skills.

Two blank contract forms are included in this manual. After the contract is typed (for legibility on all three pages), it should be signed by you, the supervising instructor, and the professor and each should receive a copy.

The Interning Process:

If you begin your internship by observing an instructor conduct classes, the observation guide, Appendix C, will be helpful. It is best to make notes re what occurs before, during, and after classes. Notes will provide a way to identify topics for discussion with your supervising instructor or professor.

During the internship, it is essential that you keep track of activities, both in and outside of the classroom, which contribute to your professional development. The activities log is designed to record day-to-day activities. The codes (A, B, C) will help you trace how you move from "doing what you are told to do" to "doing what needs be done." Several blank Internship Activities Logs are included in the back of this manual.

A sample log is shown in Appendix D. It illustrates how you might enter your activities. Note that your supervising teacher should initial the entries you make about classroom and extra-classroom activities you do under his or her supervision. You should review the log with your professor at least once each month. The completed logs must be submitted to the professor at the completion of your internship.

The Evaluation Process:

You should plan to be observed and evaluated at least monthly during the term. An Instructor Evaluation rating scale, specific to the VES 495 internship, will be used. Appendix E includes two examples of how the form will be used. Because a short visit by your professor would result in an evaluation of only some of your skills, the form would not be completely filled out. The sample in Appendix E.1. illustrates a typical rating by a professor. A rating by your supervising teacher would probably include all of the factors listed on the form because your competence in all areas would have been observed over a longer period. The example in Appendix E.2. illustrates this.

Four blank forms are included in the back of this manual. You should have them available when needed by your supervising teacher or your professor. Extra forms may be obtained from the VES office.

After class, the rating form will be signed by both you and the rater. Plan to spend some time discussing the performance to identify shortcomings and strengths. Remember, this is a learning experience, and suggestions are intended to help you grow professionally.

Appendix F is a key to factors assessed via the Instructor Evaluation rating scale. Each of the two dozen factors listed on the evaluation form are observable and relevant to successful teaching. The key is provided for two reasons. First, it is there for you to review before and during the internship. You should be aware of the skills you were expected to learn in the formal courses; you should be aware of the factors which are considered under your control even though they were not taught in the program; and, you need to be aware of non-teaching activities which you are held responsible for but which are not taught in a formal course. Second, it is important that a key to the rating factors be available to the raters. It will provide common ground for discussing what took place when you conducted instruction and will help assure that the evaluation is as objective as possible.

The Grading Process:

You will perform the planning, contracting and teaching processes. Others will perform the evaluation and grading processes.

The process is as follows. You identified, in the contract, what you planned to learn and how you planned to do it. Your grade will be partly based on how well you achieved the objectives. You must submit activities logs which document how you went about your internship. Your grade will be based partly on how much you accomplished. You will have been evaluated during the instructional process by your supervisor and your instructor. Those ratings will provide information about your learning.

This is not a pass-fail course. Letter grades are given. Frequent meetings with your internship supervisor and your professor will provide opportunities for feedback about your efforts and successes during the course.

APPENDICES

Page

Appendix A - Sample Schedule 8

The sample schedule illustrates one way the form may be completed. Note the instructions at the bottom of the form. (This illustration is carried through appendices B-3, D and E.)

Appendix B - Sample Contracts 9-12

Four examples of how the contract form may be completed are shown. The first (B-1) is a general contract, prepared for an inexperienced intern who will practice the general skills and actually teach only the minimum of two lessons. The entries shown in this example are general enough to be used in any contract. The next three examples are specific to the circumstances and reflect the results of discussions between the interns and the supervisors prior to developing the contracts.

Appendix C - Observation Guide 13-14

The guide lists a number of questions which you might ask while observing others teach. The questions should sensitize you to some of the activities which are common in the classroom, but which may be discussed in the VES 462 course.

Appendix D - Sample Internship Activities Log Entries 15

This is an illustration of how to record your time and activities in the activities log. This example shows how the sample schedule (Appendix A) might be portrayed.

Appendix E - Sample Instructor Evaluation Form Entries 16-17

Two examples of how the evaluation form might be used are shown. The first illustrates how your professor would complete it after observing a single lesson. The second shows how the supervising instructor might describe overall internship performance.

Appendix F - Key to the Instructor Evaluation Rating Scale 18-19

Over two dozen factors are listed on the Instructor Evaluation rating scale. This provides definitions for each of the factors to assure validity and reliability in the evaluation process and to assure understanding in the discussions which follow.

Appendix A

Sample Schedule

INTERNSHIP SCHEDULE

Intern Elmore Norton

Dates	Times	Dates	Times
10-12-14 Jan	class 9-11, lab 1-4	11-12-13 Jan	class 8-10, lab 1-4
17-19-21 Jan	"	18-19-20 Jan	"
24-26-28 Jan	"	25-26-27 Jan	"
31 -2- 4 Feb	"	1- 2 -3 Feb	"
7 - 9-11 Feb	"	8- 9-10 Feb	"
14-16-18 Feb	"	15-16-17 Feb	"
21-23-25 Feb	"	22-23-24 Feb	"
28- 2- 4 Mar	"	1-2-3 Mar	"
7- 9-11 Mar	"	8-9-10 Mar	"
14-16-18 Mar	"	15-16-17 Mar	"
21-23-25 Mar	"	22-23-24 Mar	"
week break		week break	
4- 6- 8 Apr	class 8-10, lab 1-4	5-6-7 Apr	class 9-11, lab 1-4
11-13-15 Apr	"	12-13-14 Apr	"
18-20-22 Apr	"	19-20-21 Apr	"
25-27-29 Apr	"	26-27-28 Apr	"

Notes about special arrangements:

Column 1 indicates the carpentry course class and lab times. Column 2 indicates the masonry class and lab times. I will meet one class period or lab period each week. We will determine which times on a week-to-week basis. Times for development of CBE materials will be worked out after the first month and I know better what will be needed.

Appendix B.1

Sample Contract

SIU Department of Vocational Education Studies
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE CONTRACT

Intern John Jackson ID Number 172134986 Term Sum 83

VES Internship Course VES 495 - Teaching Internship

Description of Internship Assistant Instructor in the Computer Science Program

Location of Internship Fairfax Community College

I agree to conduct, to the best of my abilities, internship as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Education Studies and the College of Education. I shall maintain a log of activities associated with my internship.

Learning Objectives	Planned Activities to Attain Objectives
Be able to: (1) Plan lessons (2) Prepare instructional aids (3) Deliver classroom and laboratory instruction (4) Evaluate learning outcomes (5) Demonstrate appropriate personal characteristics (6) Maintain optimum learning atmosphere (7) Demonstrate effective administrative procedures	(1) Assist supervising instructor in developing handouts, audiovisual aids, and other materials as needed. (2) Assist in the administration of tests and performance evaluations. (3) Work with students on an individual basis in laboratory and in remediation. (4) Develop lesson plans, media, and tests for two classes that I will teach. (5) Teach two full class periods. (6) Be present at all scheduled class periods during the term. (7) Attend all faculty meetings.

Credit Hours Contracted for 4 Planned Completion Date 26 Aug 83

Student's Signature John Jackson Date 4 May 83

Approved by Supervisor Deborah Bailey Date 5-4-83

Approved by Instructor Lloyd Crawfield Date May 7, 1983

Instructor's Comments

Final Grade

Distribution: white copy: Instructor yellow copy: Intern pink copy: Supervisor

Appendix B.2

Sample Contract

SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE CONTRACT

Intern Mabel Mayport ID Number 575 43 2297 Term Sp 83

VES Internship Course VES 495 - Teaching Internship

Description of Internship Teach in the Human Resource program

Location of Internship Central Power Company, Training & Development Center

I agree to conduct, to the best of my abilities, internship as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Education Studies and the College of Education. I shall maintain a log of activities associated with my internship.

Learning Objectives	Planned Activities to Attain Objectives
Be able to: 1. Plan instruction (objectives, content, sequence, lesson plans, feedback system) 2. Prepare materials (handouts, audio visual materials, case studies, feedback instruments) 3. Deliver instruction (preassessment of trainees' backgrounds, abilities, and attitudes; lecture; lead discussions and case studies; motivate) 4. Evaluate instruction (written tests, attitude assessment using questionnaires)	1. Using commercial (AMA) materials, teach the mid-level supervisor training program. 2. Conduct a series of five 2-day workshops over a five week period. 3. Gather feedback each week about the students' learning and attitudes about mgt. 4. Revise materials to include typical mgt problems in power production facilities. 5. Produce a series of overhead transparencies and flip charts for new materials. 6. Reteach the five 2-day workshops with new materials. 7. Gather feedback each week about the students' learning and attitudes about the course, etc. 8. Make final revisions to materials

Credit Hours Contracted for five Planned Completion Date May 20, 1983

Student's Signature Mabel Mayport Date 1-17-83

Approved by Supervisor Lillian Crossen Date Jan. 17 1983

Approved by Instructor William Rivera Date 1/21/83

Instructor's Comments

Final Grade

Distribution: white copy: Instructor yellow copy: Intern pink copy: Supervisor

Appendix B.3

Sample Contract

Department of Vocational Education Studies
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE CONTRACT

Intern ELMORE NORTON ID Number 359216199 Term spring 83

VES Internship Course VES 495 - Teaching Internship

Description of Internship Instructor in the building trades program

Location of Internship Auburn Technical School

I agree to conduct, to the best of my abilities, internship as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Education Studies and the College of Education. I shall maintain a log of activities associated with my internship.

Learning Objectives	Planned Activities to Attain Objectives
Be able to: 1. Teach masonry skills *plan classroom instruction. *develop classroom materials. *teach classroom and laboratory instruction. *supervise and evaluate lab work. 2. Teach carpentry skills *plan classroom instruction. *develop classroom materials. *teach classroom and laboratory instruction. *supervise and evaluate lab work.	1. Develop lesson plans and materials. 2. Prepare overheads. 3. Assist in classroom instruction. 4. Conduct lab instruction in evening sections. 5. Supervise project work during weekend make-up time (due to bad weather). 6. Develop rating instruments for use by instructors and job supervisors.

Credit Hours Contracted for 6 Planned Completion Date May 1983

Student's Signature Elmore Norton Date 17 Jan 83

Approved by Supervisor [signature] Date 1/17/83

Approved by Instructor J. Sanderson Date 2-9-83

Instructor's Comments Continued progress throughout the term. Very satisfied w/ training supervisors. Final Grade A

Distribution: white copy: Instructor yellow copy: Intern pink copy: Supervisor

Appendix B.4

Sample Contract

SIU Department of Vocational Education Studies
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE CONTRACT

Intern Allen Altus ID Number 474 34 5227 Term Spr 83

VES Internship Course VES 495 - Teaching Internship

Description of Internship Teaching Basic Mathematics to Job Corps Trainees

Location of Internship Job Corps Center

I agree to conduct, to the best of my abilities, internship as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Education Studies and the College of Education. I shall maintain a log of activities associated with my internship.

Learning Objectives	Planned Activities to Attain Objectives
Be able to: Plan instruction Deliver instruction Evaluate student progress	Teach the basic mathematics self-paced modules for six hours each day during the weeks of March 14-18 and 21-25. Provide supervision and tutoring as necessary. Administer pre- and post-tests. Provide job counseling for two hours each day; instructing on resume writing, job finding, job keeping, types of occupations, etc.

Credit Hours Contracted for 2 Planned Completion Date 24 Apr 83

Student's Signature Allen Altus Date 11 Jan 83

Approved by Supervisor Lester Hamilton Date Jan. 11, 1983

Approved by Instructor Larry Markins Date 1-14-83

Instructor's Comments

Final Grade

Distribution: white copy: Instructor yellow copy: Intern pink copy: Supervisor

Appendix C

Observation Guide

The following questions are provided to help you get the most from the time you spend observing others instruct. It is not a complete list of all the things you will notice, but the list does include many of the important aspects of the teaching-learning process you should be sensitive to. You will find it helpful if you make written notes of your observations so you can discuss them with your supervising instructor and your professor.

PHYSICAL ENVIRONMENT

1. Was the thermal environment (heat, humidity, ventilation) adequate?

2. Was the lighting (natural and artifical) adequate and glare-free?

3. Were noises within the room or from the outside distracting to the students or the instructor?

4. What were the conditions in respect to the room arrangement (crowding, direction faced, comfort and size, mobility, traffic flow, etc.)?

5. Were there any unsafe factors, conditions, or practices?

BEFORE THE CLASS

1. What record-keeping activities (attendance, receiving assignments, etc.) were performed?

2. Was it necessary to obtain visual aid equipment from another location? How was it arranged and performed?

3. What preparation of tools, materials, equipment, etc., was required?

DURING THE CLASS

1. How did the instructor begin the class?

2. How did the instructor physically behave during the class (sit behind a desk, roam between student work stations, talk from the lecturn or podium, stay at the chalkboard, etc.)?

3. What techniques were used to create and maintain student interest during the class period?

4. What techniques were used to verify student learning during the class period (verbal questions, written quizzes, problems to solve, work to accomplish and submit, etc.)?

5. What different types of student behaviors did you observe--especially those which you regarded as inappropriate?

6. How did the instructor handle inappropriate student behavior?

7. What types of teaching methods were used (lecturing, demonstrating, coaching, discussing, drilling, etc.)?

8. How were exceptions handled (late students, absences, leaving early, etc.)?

9. How were class breaks handled?

10. How did the students relate to the instructor's position (was the relationship formal or informal, was it a first-name basis, etc.)?

11. How did the students get the instructor's attention to ask questions or to be involved in the activities?

12. What methods were used by the instructor to cope with the differing student interests, aptitudes, abilities, and experiences?

13. Under what circumstances did the instructor modify or depart from an apparent plan?

14. What audio-visual aids (chalkboard, overhead, handouts, films, diagrams, models, mockups, etc.) were used?

15. How was evaluation handled (administration of written or performance tests)?

16. How were future class assignments or homework handled?

17. How was the lesson concluded (a summary of ideas, a reiteration of the process, etc.)?

18. How did the instructor endeavor to create appropriate attitudes about the course, the institution, the program, the students' opportunities for advancement, safety practices, etc.)?

19. How was clean-up (putting materials and equipment away) handled?

20. Which of the instructional techniques demonstrated would you add to your own teaching style?

AFTER THE CLASS

1. How was the return of equipment or materials handled?

2. How was room/equipment security handled?

VES 495 ✓ VES 496 ___ INTERNSHIP ACTIVITIES LOG Intern Elmon Voth

Dates	Activity Code	Description of Activities	Hours Required	Reviewers' Initials
1-9-83	—	Met with Mr. LeMasters to discuss internship	1.5	
1-17-83	—	Met w/ LeMasters to finalize contract	.6	
1-18-83	A	Observed LeMasters during morning class & lab — toured facilities	3.2	
1-24	A	Observed class - took notes - discussed students & their skill levels.	2.5	
1-31	B	Assisted setting up lab equipment	2.-	
2-5	C	Met total layout for CBE program.	3.5	
2-5		Assisted with mid-Term		
3-9-83	C	Developed overhead transparencies for morning program.	3.5	
3-11-	C	More work on transparencies - finished them.	2.1	
3-15	A/C	Attended faculty meeting - gave a report.	2.5	
3-18-83	C	Taught [illegible] faculty class.	2	
3-21		Supervised lab activity		
		Developed a module		
4-6-82	C	Developed a module on [illegible]		
4-8-82	B	Tried out the module on LeMasters class.	1.0	
4-10-82	C	Wrote a 25-question exam on Unit II.B	5.0	
4-11-82	B	Received advising w/ Admissions & Records office preparation	- 2.0	

Activity Code: A - Cooperating teacher performed while intern observed/assisted B - Intern performed under supervision C - Intern performed without supervision

Appendix E.1

Sample Instructor Evaluation Rating Scale Entries

SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

VES 495 - TEACHING INTERNSHIP
Instructor Evaluation

Intern Elmore Nolan ID Number 357-21-6192 Term Sp 83

Description of Internship Building Trades - Carpentry + Masonry

Location of Internship Auburn High School

Check each factor as follows:	Not Observed	Needs Improvement			Satisfactory Performance			Commendable Performance		
TEACHING ABILITIES (overall)	0	1	2	3	4	5	(6)	7	8	9
1. Planning							✓			
2. Preparing							✓			
3. Delivering (overall)								✓		
a. preassessing	✓									
b. explaining								✓		
c. demonstrating							✓			
d. using media						✓				
e. supervising	✓									
f. questioning	✓									
g. motivating	✓									
4. Evaluating	✓									
PERSONAL CHARACTERISTICS (overall)	0	1	2	3	4	5	(6)	7	8	9
5. Cooperativeness	✓									
6. Dependability	✓									
7. Enthusiasm							✓			
8. Self-confidence						✓				
9. Subject-matter expertise								✓		
10. Student interest								✓		
LEARNING ATMOSPHERE (overall)	0	1	2	3	4	(5)	6	7	8	9
11. Efficiency					✓					
12. Control						✓				
13. Participation							✓			
14. Safety	✓									
15. Student satisfaction							✓			
NON-TEACHING ACTIVITIES (overall)	(0)	1	2	3	4	5	6	7	8	9
16. Administrative procedures	✓									
17. Care of equipment	✓									

Comments: A very satisfactory presentation. Clearly, students are satisfied with your efforts. You might prepare + use visual aids to a greater degree. Overall, very good.

Rater's Signature J. Sandman Date 2-9-83

Intern's Signature Elmore Nolan Date 2/9/83

Distribution: white copy: Instructor yellow copy: Intern pink copy: Supervisor

Appendix E.2

Sample Instructor Evaluation Rating Scale Entries

SIU Department of Vocational Education Studies
Southern Illinois University at Carbondale

VES 495 - TEACHING INTERNSHIP
Instructor Evaluation

Intern ELMORE NORTON ID Number 359216159 Term Spring 83

Description of Internship BLDG TRADES

Location of Internship AUBURN T.S.

Check each factor as follows:	Not Observed	Needs Improvement			Satisfactory Performance			Commendable Performance		
TEACHING ABILITIES (overall)	0	1	2	3	4	5	6	7	(8)	9
1. Planning									✓	
2. Preparing							✓			
3. Delivering (overall)									✓	
a. preassessing						✓				
b. explaining										✓
c. demonstrating										✓
d. using media								✓		
e. supervising									✓	
f. questioning							✓			
g. motivating										✓
4. Evaluating								✓		
PERSONAL CHARACTERISTICS (overall)	0	1	2	3	4	5	6	7	8	(9)
5. Cooperativeness										✓
6. Dependability										✓
7. Enthusiasm										✓
8. Self-confidence						✓	→			
9. Subject-matter expertise							✓			
10. Student interest										✓
LEARNING ATMOSPHERE (overall)	0	1	2	3	4	5	6	(7)	8	9
11. Efficiency								✓		
12. Control								✓		
13. Participation							✓			
14. Safety					✓	→				
15. Student satisfaction										✓
NON-TEACHING ACTIVITIES (overall)	0	1	2	3	4	5	(6)	7	8	9
16. Administrative procedures								✓		
17. Care of equipment						✓				

Comments: MR. NORTON HAS DONE A VERY COMMENDABLE JOB IN BOTH THE CARPENTRY AND MASONRY SECTIONS. THE TWO HOST INSTRUCTORS HAVE PRAISED HIS TEACHING AND COURSE MATERIALS DEVELOPMENT EFFORTS. HIS PROBLEMS WITH SAFETY AND EQUIPMENT ARE OVER. HIS CONFIDENCE HAS GROWN VERY MUCH. EXCELLENT!

Rater's Signature [signature] Date 4/12/83

Intern's Signature Elmore Norton Date 12 April 83

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Appendix F

Key to the Instructor Evaluation Rating Scale

This key defines the factors and characteristics which are listed on the Instructor Evaluation rating scale. It is provided so that you, and those who observe and evaluate your classroom instructional performance, will have the same understanding of the behaviors to be assessed. This mutual understanding will result in a more valid and significant evaluation process.

TEACHING ABILITIES (These skills are learned in VES 460, 462 and 463)

1. Planning involves the development of instructional objectives, the determination of course content, the sequencing of content and learning experiences, the writing of lesson plans, and the selection of the evaluation processes.

2. Preparing consists of producing student materials, training aids, and audio-visual materials, and of obtaining necessary tools, equipment, and materials, prior to the instructional process.

3. Delivering is the act of instruction, and consists of those instructor-centered behaviors which cause the desired learning to take place:

   a. Preassessing involves determining individual students' backgrounds and abilities in order to adjust the instructional process to the appropriate and efficient levels and processes.

   b. Explaining involves the verbal communication of data, concepts, principles, and procedures so they are understood and learned by all students.

   c. Demonstrating involves the use of training aids, equipment or materials to facilitate the learning of principles or procedures.

   d. Using media involves the non-verbal communication of information, ideas, or relationships to facilitate the learning of appropriate behaviors and attitudes.

   e. Supervising involves those coaching, tutoring, or drilling activities which are conducted during student learning of skills and knowledge.

   f. Questioning is done to facilitate student interaction and involvement, to cause reflective thinking and problem solving, and to obtain feedback necessary for the pacing of instruction.

   g. Motivating involves establishing and maintaining a positive student attitude toward the instructional process and the instructional goals.

4. Evaluating involves measuring student learning with written and peformance tests, deciding whether the students have learned as planned, and reporting student progress to program administration and the students.

PERSONAL CHARACTERISTICS (These are part of the intern's personality)

5. Cooperativeness consists of working smoothly and constructively with the program administration and other instructors.

6. Dependability consists of the prompt and complete fulfillment of all professional duties and responsibilities.

7. Enthusiasm is the demonstration of positive attitudes toward the content and process of instruction so students learn more and better.

8. Self-confidence consists of being able to interact with students in regular and irregular situations in a self-assured and professional manner.

9. Subject-matter expertise includes technical competence and currency in the subject matter being taught.

10. Student interest consists of both a general interest in the students' learning and in students as individuals; it is considered here as it contributes to or detracts from the learning atmosphere.

LEARNING ATMOSPHERE (These are a combination of personality and practice)

11. Efficiency involves the ratio between the speed in which the course content could be learned and the rate in which it is being learned.

12. Control is the degree to which the students recognize and respect the intern's direction and leadership.

13. Participation consists of student involvement with the learning process, especially as it is a result of the intern's efforts to increase their learning.

14. Safety involves the assurance that safe work habits are learned as a part of the course content and that they are practiced during the course of instruction.

15. Student satisfaction is the degree to which the students feel that they are being well served by the intern and the instructional program.

NON-TEACHING ACTIVITIES (These are essential factors learned on the job)

16. Administrative procedures consists of attending to such routine matters as reporting attendance, distributing materials, recording grades, etc.

17. Care of equipment involves the use of facilities, equipment, tools and materials in accordance with the standards of the institution or agency.

SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE EVALUATION

Intern _____ ID Number _____ Term _____

VES Internship Course _____ Rating Period _____

Description of Internship _____

Location of Internship _____

Objectives	No Progress to Date				Satisfactory Progress				Superior Progress	

Comments:

Rater's Signature _____ Date _____

Intern's Signature _____ Date _____

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VES 495 _____ VES 496 _____ INTERNSHIP ACTIVITIES LOG Intern _____

Dates	Activity Code	Description of Activities	Hours Required	Reviewer's Initial

Activity Code: A - Cooperating/supervising professional performed while intern observed/assisted

B - Intern performed under supervision

C - Intern performed without supervision

SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE CONTRACT

Intern _____ ID Number _____ Term _____

VES Internship Course _____

Description of Internship _____

Location of Internship _____

I agree to conduct, to the best of my abilities, internship as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Education Studies and the College of Education. I shall maintain a log of activities associated with my internship.

Learning Objectives	Planned Activities to Attain Objectives

Credit Hours Contracted for _____ Planned Completion Date _____

Student's Signature _____ Date _____

Approved by Supervisor _____ Date _____

Approved by Instructor _____ Date _____

Instructor's Comments _____

_____ Final Grade _____

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INTERNSHIP SCHEDULE

Intern _____

Dates	Times	Dates	Times

Notes about special arrangements: